

*A collaborative consultant with*

- a. Skills in effective communication
- b. Skills in evaluation and assessment
- c. Skills in problem-solving and decision-making

Every leader is a consultant, and, as such, is expected to understand and demonstrate, in both written, verbal, and non verbal formats, the principles of effective communication, evaluation and conflict management within and between various cultural, racial and special interest groups.

*A reflective researcher with*

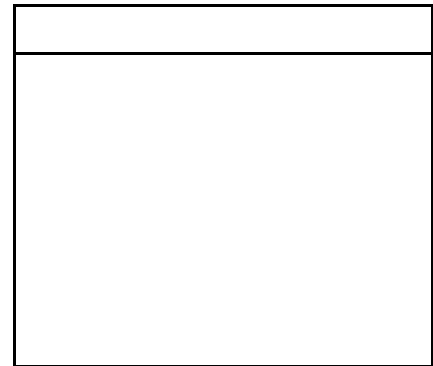
- a. Skills in reading and evaluating research
- b. Skills in conducting research
- c. Skills in reporting research

Every leader is a researcher on some level, and, as such, is expected to understand and demonstrate the following:

- Appreciate the value of research for decision making
- Know the logic and process of scientific inquiry
- Explain major research methodologies
- Critique the adequacy of research reports
- Formulate empirically-driven research problems
- Conduct literature reviews using electronic sources
- Relate research to the body of knowledge in leadership or professional field
- Select appropriate research designs
- Explain standards for data collection
- Conduct basic data analysis
- Adequately communicate research findings

*A scholar with a*

- l. Working knowledge of ethics and persons/ professional development
- m.



following program areas in the Department of Educational and Counseling Psychology at Andrews University:

- Community Counseling (MA)
- School Counseling (MA)

#### **MASTER OF ARTS PROGRAMS**

##### **Master of Arts Degree Requirements**

- The general requirements for admission to MA programs in the School of Education are stated in the Graduate Programs portion of the Admissions and Academics section of this bulletin.
- Students must submit GRE scores prior to consideration of regular admission.
- Students wishing to enter either of the counseling programs described below must apply both to the university and to the Department of Educational and Counseling Psychology.
- All other program requirements are stated in the description of each program.
- Because of the sequential nature of the Community Counseling and School Counseling programs, students must begin class work during summer or autumn semesters. These 48 credit programs may be completed in two years of full-time study.
- The 30 credit program (MA: Educational and Developmental Psychology) may be completed in one year of full-time study.
- Students in the Counseling programs are required to attend a minimum of eight weekly personal counseling sessions during the first semester of enrollment. These sessions may be arranged with the university's Counseling and Testing Center or in the public sector by a licensed therapist. A letter verifying the completion of these eight sessions is required by the end of the first quarter. Continuation in the Community Counseling and School Counseling programs is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as a counselor.
- A 600-hour supervised internship is required in both the Community Counseling and School

Students wishing to pursue preliminary certification as a school psychologist in the State of Michigan while obtaining an EdS degree should consult with their adviser before formulating their programs.

Certification requires a 1200-hour supervised internship meeting approved minimal standards as set by the National Association of School Psychologists (NASP) and National Council for Accreditation of Teacher Education (NCATE). Usually School Psychology interns work 30 hours per week for one school year (approximately 40 weeks) under the supervision of a fully certified or licensed school psychologist.

Continuation in the School Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as a school psychologist.

### **DOCTORAL DEGREE PROGRAMS**

General admission requirements for doctoral degree programs in the School of Education are stated in the Graduate Programs and the Academic Information portions of the Admission and Academic Information sections of this bulletin. In addition to these requirements, applicants for admission to doctoral programs in the Department of Educational and Counseling Psychology must complete an interview with the department chair, at least one other faculty

administration and leadership. <i>Fall, Summer</i>				
<b>EDAL545</b> (was EDAD545) <b>Seminar in Grant Writing</b> Considers planning and proposal writing as an ongoing process in any organization. Focuses on the short- and long-term-planning process involved in preparing funding proposals based upon community needs. Includes a grant proposal project. May be graded S/U. <i>Summer</i>	Alt (3)	<b>EDAL664</b> (was EDAD664) <b>Elementary School Leadership</b> The role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, supervision of staff, and operation of small schools. Prerequisite: EDAL520. <i>Fall, Alternate Summers</i>	(3)	<b>EDAL680</b> (was EDAD680) <b>Field Work in Educational Administration</b> A supervised lab or administrative field work in educational institutions, agencies, or school districts. Permission of supervisor and plans required in advance of registration. May be graded S/U. <i>Fall, Spring, Summer</i>
<b>EDAL560</b> (was EDAD560) <b>Legal Aspects of Education</b> Legal issues affecting teachers and educational administrators, including governmental relations, church-site issues, teacher employment, student control, and school-board operations and procedures. <i>Fall, Alternate Summers</i>	(3)	<b>EDAL665</b> (was EDAD665) <b>Secondary School Leadership</b> See description under EDAL664. Also includes office management and auxiliary services. Prerequisite: EDAL520. <i>Fall, Alternate Summers</i>	(3)	<b>EDAL690</b> (was EDAD690) <b>Independent Study in _____</b> Permission of adviser and instructor required. May be graded S/U. <i>Fall, Spring, Summer</i>
<b>EDAL570</b> (was EDAD570) <b>Principles of Educational Supervision</b> Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, and principles of instructional supervision; introductory study of supervisory techniques. <i>Spring, Alternate Summers</i>	(2)	<b>EDAL667</b> (was EDAD667) <b>Leadership in Higher Education</b> Focuses on the work of the administrator in higher education; objectives, organization, leadership in visioning and strategic planning for academic, business, student, and developmental activities in higher education. <i>Fall, Alternate Summers</i>	(3)	<b>EDAL699</b> (was EDAD699) <b>Thesis</b> Must be repeated up to 3 credits. Graded S/U. <i>Fall, Spring, Summer</i>
<b>EDAL635</b> (merges EDAD530, 630) <b>Human Resources Administration</b> Personnel services; policy for certified and non-certified employees; personnel functions in education; the interpersonal process in educational organizations, communications, and group dynamics for educational administrators. <i>Spring, Alternate Summers</i>	(3)	<b>EDAL668</b> (was EDAD668) <b>Leadership in School Systems</b> The leadership of the superintendent of schools and director of education. Includes the objectives, organization, and administration of different levels of public, Seventh-day Adventist, and other private-school systems; dynamic change agent. <i>Spring, Alternate Summers</i>	(3)	<b>EDAL720</b> (was EDAD720) <b>Advanced Educational Leadership</b> A seminar in the study of leadership and administrative theory development. Includes concept formation in such areas as organization, structure, power, control, communication systems, strategic planning, and application of theory to problems in educational administration and other similar fields. Prerequisite: EDAL520 or equivalent. <i>Spring, Alternate Summers</i>
<b>EDAL645</b> (merges EDAD540, 640) <b>Educational Finance and Marketing</b> Focuses on financial and economic issues affecting educational institutions, including school support, costs of education, sources of school revenue, budgeting, and the organizing and maintaining of the fiscal and physical resources of school systems; elements of marketing an educational institution including mission statement, target market, image, position, the market mix (product, price, place, and promotions), fund-raising, and alumni relations. Prerequisite: EDAL520 or permission of instructor. <i>Fall, Summer</i>	Alt (3)	<b>EDAL670</b> <b>Information Management Technology in Education: Administration</b> Philosophical basis for technology usage in schools and school systems to enhance learning; survey of contemporary technologies appropriate to the educational setting and cost-benefit analysis of various systems; development of an instructional technology plan (ITP); ethics of technology usage. Prerequisite: EDAL520 and computer literacy or permission of instructor. <i>Fall, Summer</i>	(1-3)	<b>EDAL824</b> (was EDAD824) <b>Seminar in Educational Leadership</b> Current issues and problems in educational administration and leadership; techniques of administrative control; selected topics in educational leadership. May be graded S/U or A-F. Admission limited to post-master's students. <i>Fall</i>
<b>EDAL648</b> (was EDAD648) <b>Workshops</b> Graded S/U.	(Variable)	<b>EDAL674</b> (was EDAD674) <b>Administration of Student Services</b> Objectives, organization, and administration of student services such as student residences, health services, religious programs, government, publications, social life, discipline, recreation, and student records. <i>Spring, Alternate Summers</i>	(3)	<b>EDAL886</b> (was EDAD880) <b>Internship in Educational Administration</b> A planned administrative field experience/internship in a school, school district, or educational agency; a practical or creative project dealing with an actual educational situation in an educational institution under supervision of a faculty member in the area of administration. May be graded S/U. Permission of supervisor and plans needed one semester in advance of registration. Repeatable. <i>Fall, Spring, Summer</i>
<b>EDAL660</b> (merges EDAD550, 655) <b>Planning and Operating Educational Facilities (K-20)</b> The planning of educational facilities includes buildings, equipment, and sites as influenced by educational philosophy need and financial resources available; features of good school plants and their management; a comprehensive study of educational-facilities planning as related to preliminary development plans and long-range master planning of educational facilities/campuses. <i>Spring, Alternate Summers</i>	(3)	<b>EDAL676</b> (was EDAD676) <b>Administration of Academic Services</b> Objectives, organization, and administration of academic services such as admissions, academic records, academic personnel, curriculum administration, and instructional resources. <i>Spring, Alternate Summers</i>	(3)	<b>EDAL887</b> (was EDAD887) <b>Applied Administrative Research</b> A planned administrative research experience under the supervision of a faculty member in the Department of Teacher Education. May be graded S/U. Permission of supervisor and plans needed one semester in advance of registration. Repeatable to 9 credits. <i>Fall, Spring, Summer</i>
		<b>EDAL677</b> <b>Seminar in Departmental Supervision and Professional Development</b> Multiple approaches for effectively supervising the workplace for maximization of human resources; provides opportunities for personnel to plan and experience professional growth.	Alt (1-3)	<b>EDAL888</b> (was EDAD888) <b>Dissertation Continuation</b> Reduced tuition rate applies. <i>Fall, Spring, Summer</i>
				<b>EDAL899</b> (was EDAD899) <b>Doctoral Dissertation</b> To be repeated to 14 credits. Graded S/U. <i>Fall, Spring, Summer</i>

## **CURRICULUM AND INSTRUCTION**

**EDCI547** (3)

***Foundations of Curriculum Development***

The relationship of the purposes of education to the design, implementation, and evaluation of curriculum at any level. Basic to other courses in curriculum and instruction. *Fall, Summer*

**EDCI552** (2, 3)

***Curriculum: \_\_\_\_\_***

Curriculum design to aid educators concerned with the analysis, development, and improvement of curriculum at specific school levels.

Prerequisite: EDCI547 or permission of the instructor. *Spring, Summer*

**EDCI565** (3)

***Improving Instruction***

Designed to increase the teaching repertoire of

**EDCI730** **Alt (3)*****Curriculum Theory***

The examination of philosophical and theoretical underpinnings to educational issues with emphasis upon students' doctoral areas of emphasis. Includes students' presentations of theoretical rationales in a seminar format. *Summer*

**EDCI699** **(1-3)*****Thesis***

*Fall, Spring, Summer*

**EDCI756** **(1-3)*****Advanced Studies:*** \_\_\_\_\_

Advanced studies of the knowledge base of a given area of study includes a comprehensive search of the literature. Offered in the following areas: Elementary, Middle/Secondary, K-12, or Higher Education. Repeatable with different topics. Prerequisite: undergraduate major or minor, graduate work in specific discipline, or permission of instructor.

**EDCI799** **(1-6)*****Advanced Project:*** \_\_\_\_\_

This empirically based product should be constructed using sound principles of curriculum/instruction design. A final written report documents project development and performance.

**EDCI886** **(1-8)*****Internship:*** \_\_\_\_\_

Students, under the supervision of a faculty member in the area of Curriculum and Instruction,

**EDPC520** (2-3)

***Psychological Development—The Life Span***

A survey of the biological, cognitive, and sociocultural factors influencing human development from conception to senescence, with consideration of cultural and ethnic diversity. *Spring*

**EDPC657 (3)*****Assessment of Adults***

Training in the diagnosis of intellectual and personality characteristics of adults, including multicultural issues. Prerequisites: EDPC644, 676 or equivalent as approved by instructor, and a course in abnormal psychology. Limited to counseling and psychology majors.

**EDPC658 Alt (3)*****Projective Testing***

Theory and practice in the administration and interpretation of such projective techniques as the Rorschach, Thematic Apperception Test, and others. Prerequisite: EDPC676 and a course in abnormal psychology. Limited to counseling and psychology majors.

**EDPC659 Alt (3)*****Early Childhood Assessment***

Assessment of children from birth to 6 years, identification of preschool children with developmental and educational problems, and practice in administering appropriate assessment instruments. Lab required. Prerequisites: EDPC644 or equivalent as approved by instructor and EDPC515 or 520 or equivalent. Limited to counseling and psychology majors.

**EDPC665 Alt (2-3)*****Educational Assessment***

The selection, administration, and scoring of individual and group standardized and non-standardized educational tests for screening, placement, and diagnostic purposes. Includes tests of ability, achievement, and performance. Lab required. Prerequisites: EDPC514, 644, and EDPC515 or 520 or equivalent. Permission of instructor required.

**EDPC672 Alt (3)*****Psychoeducational Consultation***

A study of the process of consultation with emphasis on models, stages, and strategies used with individuals, groups, and organizations. Practicum required. Permission of instructor required. Limited to counseling and psychology majors.

**EDPC676 Alt (3)*****Theories of Personality***

Consideration and evaluation of major theories of personality, with emphasis on their implications for counseling and education.

**EDPC680 Alt (3)*****Theories of Learning and Motivation***

Examination of major theories of learning and motivation with emphasis on their philosophical foundations and application in education and counseling. Prerequisite: A course in educational psychology or learning theory.

**EDPC686 Alt (3)*****Therapies for Children: Theory and Practice***

A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of children in a multicultural context, with an emphasis on play therapy. Prerequisites: EDPC650 and the course in Child



module, and Family Life Education Methodology module.

**EDRE657 (1-2)**

**(merges EDRE676-07 Family Law & Practice, EDRE676-05 Family Resource Management) Contemporary Family Issues**

An introduction which identifies social problems affecting families and how family law and public policies relate to social services for children and families. Also seeks to impart an understanding of how families manage their resources over the life cycle. Meets requirements for Family Life Educator Certificate: Family Law and Public Policy module, and Family Resource Management module.

**EDRE658 (1-2)**

**Family Dynamics**

A study of family systems theory and its application to key issues in internal family dynamics. Meets requirement for Family Life Educator Certificate: Internal Dynamics of Families module.

**EDRE659 (1-2)**

**(merges EDRE676-04 Interpersonal Relationships, EDRE676-03 Human Sexuality) Interpersonal Relationships and Human Sexuality**

An understanding of the development and maintenance of interpersonal relationships, and a study of the character and quality of human social conduct. Also examines human sexuality, and studies the physiological, psychological, emotional, and social aspects of sexual development and the Christian's response to this God-given gift. Meets requirements for Family Life Educator Certificate: Interpersonal Relationships module and Human Sexuality module.

**EDRE665 (2)**

**(was EDRE660)**

**Fostering Spiritual Growth**

Examines the contributions of theology and the social sciences to a theoretical understanding of spiritual formation and considers strategies to foster spiritual growth.

**EDRE670 (2)**

**Cross-Cultural Non-Formal Learning**

A philosophical and practical approach to teaching methodologies in diverse cultural, non-formal settings, with special consideration given to literacy issues in the developing world.

**EDRE676 (1-3)**

**Topics: \_\_\_\_\_**

Repeatable with different topics in Religious Education. Themes to be covered are announced in the current class schedule.

**EDRE678 (2)**

**Spiritual Nurture of Children**

Examines the spiritual needs of children and young adolescents in light of their physical, social, emotional, and mental development. Considers the nurturing roles of parents and teachers in the church and day school. Practicum activity required. Meets requirements for Family Life Educator Certificate: Parent Education and Guidance module.

**EDRE690 (1-3)**

**Independent Study: \_\_\_\_\_**

Repeatable to 6 credits. Permission of adviser and instructor required.

**EDRE699 (1-3)**

**Thesis**

Master's thesis. Must be repeated to 3 credits.

**EDRE799 (1-8)**

**Advanced Project**

This empirically based project should be constructed using sound principles of product design congruent with the candidate's program emphasis and goals. A final written report documents project development and performance.

**EDRE860 (3)**

**Synthesis in Religious Education**

A capstone course in which students synthesize their learning experiences by examining the structure of the discipline, discussing its major issues, and reviewing its basic literature. Students make portfolio presentations to demonstrate program competencies. Preferably taken in the last semester before completion of course work.

**EDRE870 (1-4)**

**Advanced Studies: \_\_\_\_\_**

Individual or group studies in a specific area of Religious Education designed to meet the Professional Development Plan (PDP)/goal statements competency requirements. Repeatable. By permission of adviser and teacher.

**EDRE880 (0)**

**Readings for Doctoral Comprehensive Examination**

(

developed between adviser and student. Graded S/U.

**EDRM880**

(was part of EDM705)

**Dissertation Proposal Development**

Designing and writing the doctoral dissertation proposal in cooperation with the student's dissertation committee. Graded S/U.

**TEACHER EDUCATION**

For enrollment in any EDTE course above 410, the student must be accepted into the Teacher Preparation Program or have permission of the department.

All education courses required for certification have a clinical or field-experience component.

**EDTE110****Basic Reading/Language Skills**

Intended for those who need one-to-one or small-group instruction in basic language skills because of special needs. May include work to improve basic reading, writing, and study skills as determined by individual educational assessment. Lab required. Repeatable up to 4 semesters.

**EDTE140****Reading Vocabulary Development**

Intended for those who need basic reading skills. Develops vocabulary strategies and skills for word meaning and identification. Instruction includes comprehension emphasis to place vocabulary learning in a meaningful context and to apply word recognition strategies in authentic situations. Lab required. Repeatable one semester.

**EDTE160****College Reading Efficiency**

Designed to develop active reading comprehension and flexible reading rates and strategies to meet varied purposes for reading. Lab required. Repeatable once.

**EDTE164****Dynamic Reading Strategies**

Designed to assist average and above-average readers in increasing comprehension and reading rate. Lab required.

**EDTE215****Introduction to the K-12 Teaching Profession**

A basic orientation to the teaching profession in a multicultural society. Includes an introduction to social, cultural, and institutional aspects of American education. Student must take the MTTC Basic Skills Examination during course. Field experience. *Fall, Spring*

**EDTE328**

(was EDPC478)

**Strategies for Educating Exceptional and Diverse Learners**

An introduction to the characteristics and educational needs of learners from various backgrounds. Emphasis is placed on meeting these students' educational needs in regular classrooms. Field experience. Prerequisite: EDPC302. Honors section available. *Fall*

**EDTE376**

Topics: \_\_\_\_\_

Topics of current significance. Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*

**EDTE389****Work Conference: Topic**

In-service training, clinics, and supervised experiences in education. Repeatable with different topics. Credit to be announced with topic in advance. *As scheduled*

**EDTE408**

(merges EDTE465, 468)

**Principles of Teaching and Learning (Level)**

Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management. Field experience. Prerequisite: EDTE215. Honors section available. *Fall, Spring*

**EDTE410**

(was EDTE354)

**Philosophical and Ethical Issues in K-12 Education**

An exploration of philosophical/ethical assumptions underlying different education philosophies. Students analyze educational philosophies from a Christian perspective and study the implications of school law on educational practice. Field experience. Honors section available. *Spring (odd years), Summer (even years)*.

**EDTE416****Individualized Reading Instruction**

Prepares the teacher to set up a direct instruction format for mastery teaching of reading to individuals using the basal Life Series. Students are introduced to the management system developed by the Exemplary Center for Reading Instruction to teach vocabulary, spelling, penmanship, and discussion techniques. Field experience required. *Offered on extension campuses only.*

**EDTE417****Teaching Reading in the Secondary Content Areas**

Methods for teaching content area reading to secondary students and adults, strategies for effective content lessons, application of basic skills, vocabulary comprehension, and study skills within subject areas. Includes objectives and methods, reading problems of adolescents and adults, and selection and development of materials. Field experience. Prerequisites: EDPC302, EDTE408. *Spring, Alternate Summers*

**EDTE418****Teaching Beginning Reading**

Application of principles of effective instruction to early literacy acquisition. Focuses on balanced, explicit instruction approaches. Field experience. Prerequisites: EDPC302, EDTE408. *Spring*

**EDTE420****Literacy Intervention Strategies**

Assessment and methods for prevention and remediation of reading problems. Useful for classroom and clinical settings. Field experience. Prerequisites: EDPC302, EDTE408. *Fall*

**EDTE424****Classroom Testing and Evaluation**

Writing instructional objectives; preparing classroom tests to measure the attainment of those objectives; concepts of reliability and validity; simple item analysis; interpreting data from standardized tests and other data in cumulative folders; sociometric procedures; grading and

(variable)

? (2)

? (2)

? (3)

? (3)

? (3)

? (2)

(2)

- EDTE460** ? (1-4) **EDTE487** ? (1)  
 (merges EDTE469, 470) (merges EDTE493, 494)  
*Reading Practicum: Level Student Teaching Seminar*  
 Observation and supervised instruction with individual students and reading classes on the elementary or secondary level. Repeatable to 4 credits for each level. Prerequisites: EDTE417, 420, 485. May be graded S/U. *Fall, Spring*
- EDTE476** ? (1-3)  
 (merges EDCI475, 486)  
*Methods for Integrating Instructional Technology: Topic*  
 This seminar focuses on the use of a wide variety of instructional technology and media to support student learning. Repeatable with different topics. Two credits required for initial certification. Prerequisites: EDTE408. May be graded S/U. *Fall, Spring, Summer*  
**Regularly Scheduled Topics:**  
 Computers in the Classroom (3)  
 Internet for Teachers & Simple Technology for Classroom for Classroom Use (1)  
 Presentation Software for Teachers (1)  
 Hyperstudio in the Classroom (1)  
 Web-authoring for Teachers (1)  
 Electronic Portfolio Development (1)  
 MCOATT Preparation (1)
- EDTE478** ? (0)  
*Professional Development Seminar*  
 This seminar series presents issues of import to K–12 teachers. Students attend a minimum of eight (8) seminar presentations during the Junior and Senior years. Prerequisite: Admission to Andrews University Teacher Preparation Program. May be graded S/U. *Fall, Spring*
- EDTE468** ? (4)  
 (was EDTE468)  
*First Days of School Experience*  
 An intensive, comprehensive, 5-week, full-time field experience beginning in mid-August. Integrates the study and application of (1) procedures for classroom testing, evaluation, and assessment; (2) strategies for classroom and pupil management; (3) guidelines for beginning the school year successfully. Required prior to student teaching. Field experience. Prerequisite: Admission to Student Teaching. *Fall*
- EDTE484** ? (2)  
*Developmental Reading*  
 Prepares upper-elementary and middle-school teachers in the techniques of developmental reading and other language arts components. Emphasis on the teacher as decision maker. Includes whole-language techniques, direct instruction of comprehension strategies, components of the Life Series basals, the reading-writing connection, and practice in writing workshop methodology. Field experience. Co-requisite: EDTE457:05 Elementary Methods: Language Arts/Reading. Prerequisites: EDPC302, EDTE408. *Spring*
- EDTE485** ? (3)  
*Advanced Methods for Elementary Classroom Literacy*  
 Methods and materials for literacy teaching in grades K-8. Ways to organize the reading/language arts program to integrate reading, writing, speaking, and listening. Deals with meeting needs of individual learners within a classroom program. Field experience. Prerequisite: EDTE418 or 484. *Fall*

**LEAD789** (1-12)

*Advanced Seminar*

Advanced topics in leadership. Repeatable with different topics. Permission of instructor required

**LEAD886** (1-12)